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**2. Book-Making as Constructive Work:** Printing, illustrating, title-pages, tables of contents, pagination, indexing.

**3. Children's Work in Public Libraries:** Children's reading rooms, picture bulletins, library league, home libraries.

**References:** Children's Literature: *The Child and His Book*, Mrs. E. M. Field; Gardner, 1892. *Five Hundred Books for the Young*, G. E. Hardy; *List of Books for Boys and Girls*, Library Bureau; *Mastery of Books*, H. L. Koopman; American Book Company, 1896. *Literary Landmarks*, M. E. Burt, Houghton, Mifflin &

Co. *Report of Committee on Relations of Public Libraries to Public Schools*, 1899, National Educational Association. *Children's Reading List on Animals*, Boston Book Company, 1899. *List of Books for Third Grade Teachers*, Cleveland Public Library; *Course of Study in History and Literature*, Emily J. Rice; Flanagan, 1898. *Reading for the Young*, and *Supplement*, J. F. Sargent; Library Bureau, 1890-6. Lists of Books for Children, printed by the State Library Commission, State Superintendent of Schools, Local School Superintendents, and Librarians; Publishers' Graded Lists.

## The Kindergarten

Anna Elizabeth Allen

The growing thought in the mind of the teacher is to make the Kindergarten another home for the children, with larger interests, and opportunities for wider experiences than their individual homes can possibly give them. It will give them their first introduction to community life, and for the first time an objective view of their home life and their relation to others outside their family and immediate surroundings.

Through the medium of the ideal conditions of equal age and equal rights and responsibilities for all is fostered the growth of the true feeling of fellowship, and a recognition of law and its function in harmonizing diverse elements.

Therefore, our first term of three months (October, November, and December) will be devoted to relating the home and school by mirroring the former in the work of the latter, and in harmonizing the different elements in our small community under a law so simple and comprehensive that all may understand and naturally obey it.

During the month of October we shall begin with the personal, vital interests of home life, picturing the individual relations of each child to his home surroundings and encouraging freedom of expres-

sion in every way. To further the home-like feeling the parents will be constantly invited to visit the Kindergarten, especially on birthdays and all other anniversaries celebrated in the school, and so far as possible, to take part in the exercises. The larger subject around which our work may be centralized will be:

**Law and Order.** Special Topic: Home Life. (a) Members of Family. (b) Order of Life in Homes. (c) Children's Room. (d) Different Rooms in Homes.

1. Members of family.

(a) Relation to Life of Child. (b) Animals and Their Care. (c) Relation and Dependence of each to all.

2. Order of life in homes.

(a) Rising hour. (b) Meal-time. (c) School time. (d) Social time. (e) Bedtime.

3. Children's room.

(a) Furniture. (b) Toys. (c) Relation of Mother or Nurse to the Nursery.

4. Different Rooms in Homes and their Use.

(a) Drawing-room. (b) Library. (c) Dining-room. (e) Bedrooms. (f) Kitchen.

**Games:** So far as the weather permits the games will be played out of doors, and chosen and taught by the children themselves. They will consist of those played at home, and such romping games as

will serve to free the children from self-consciousness, and induce a feeling of freedom and social life, viz.: "The Circles," "The Old Gray Cat," "Pussy Wants a Corner," "Catcher," "Hide and Seek," "Tag," "Postillion Game," "Did You Ever See a Lassie," "Pantomime," etc.

**RHYTHM:** Bouncing of rubber balls to different tempos, simplest marching, skipping, running, and galloping in single line and in pairs.

**Stories:** Nursery Rhymes and Jingles, The Three Bears, Three Little Pigs, stories of simple home life.

**Songs:** *This Is the Mother so Kind and Dear*, Eleanor Smith, Part I; *Loving Mother, Kind and True*, Hill's Songs; *Go to Sleep, Thumbkins*, Smith, Part I; *Sleep, Baby, Sleep*, Smith, Part I; *These Are Mother's Knives and Forks*, Gaynor;

*Rhythm Game*, Gaynor; *The Brownies*, Gaynor; *The Tea Kettle*, Gaynor; *Song of the Kitchen Clock*, Gaynor; *In Thine Eyes oh! Mother Darling*, Reinecke.

**Materials:** Clay, paints, large blocks, sand, crayon, and blackboards.

**Clay Modeling:** Modeling toys, viz.: marbles, balls, dishes, dolls, and kitchen utensils.

**Drawing:** Pictures of dolls, doll houses, and furniture houses; illustration of stories.

**Cutting:** Paper dolls.

**Painting:** Pictures for doll houses; illustrating stories.

**Large Blocks:** Building doll houses large enough to get into, with furniture to fit; models of houses, showing position of windows, doors, etc.

**Sand:** Smallest children play freely in sand with tools; larger ones lay out plan of home grounds, gardens, flower-beds, walks, etc.

## First Grade

### Harriet Bradley Atwood

**History—Study of Home Activities:** There will be a continued constructive play carried on throughout the year based on the children's interest in their individual homes.

1. In this connection, in October they will begin the construction of a playhouse, to be in miniature the homes in which they would like to live. In the planning of rooms, decoration, and furnishing, each child will be guided by his own taste and judgment. He will, however, have opportunity given him to see beautiful designs and models, and by constant observation, comparison, and discussion, his crude image of the home will grow in beauty and vividness.

2. Function of the home—protection against heat, cold, storm, and enemies. The children will be asked to construct a simple home which they think would protect them in this season. They will observe what is in their environment and be allowed to experiment. The probable outcome will be a tent or wigwam.

Simple stories of people who really lived in such houses will then be told, illustrating their advantages, disadvantages, food, clothing, furniture, and habits. Owing to the greater simplicity of the primitive home, the children will be better able to understand how environment influences the life of a people and how man has been enabled to overcome environment under varying conditions.

**Literature:** 1. A period for social entertainment will be a regular part of every day's program. The desire to add to this entertainment will be the child's motive for the telling and dramatization of stories, myths, poems, and songs. Some of the stories used during October will be:

*Golden Rod and Aster*, Cooke's *Nature Myths*; *Clytie*, Bullfinch's *Mythology*; *Hiawatha's Childhood*, Mondamin, *Pearl Feather*, Longfellow's *Hiawatha*. Selected Indian myths, stories, and games. Selected ethical and animal stories, depending upon the experience of the class.

**Geography:** Constructive study of the landscape, based upon field trips to the